# WOMEN IN HISTORY Research Unit



# Unit Outline & Lesson Plans for Easy Planning



The unit sample outline gives you an idea of how you could implement the unit into your schedule. (However, feel free to implement the activities however you see fit!) We have included lesson plans to prep your students for their research projects.

# Parent Letter and Invitation to Keep Parents Involved



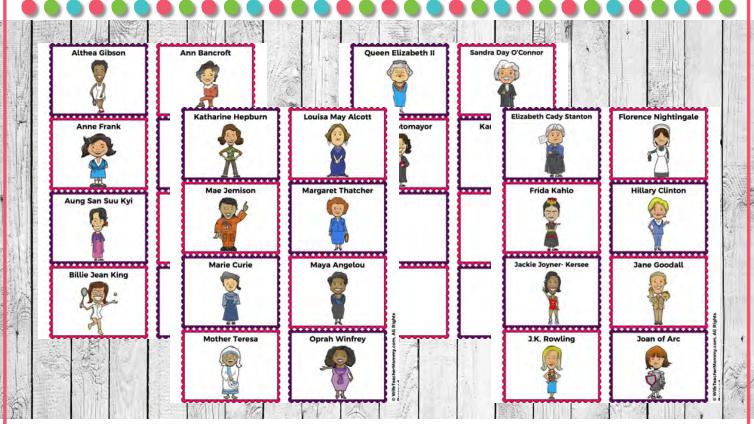
We have included a letter to parents and an Inspiring Women Fair invitation to help keep your students' parents and guardians involved and informed. You can type the dates and your name right into the letter.

# Differentiated Student Worksheets to Teach Each Element of the Research Project

Using the Table of Contents and Index the Information about the Table of Contents the Index in the boxes below.	Examine the Table of Contents It is important to understand the text features in order to understand the information within the text. Examine the Table of Contents and answer the questions below.	Contents	ne Table of s and Index pout the Table of Contents and	Understanding the text crucial to find the informa Write the definition for ex	eational Text eatures features found in informational text is stony of ill need about women in hist sch text feature below. You will use the liel you're doing your research
e able of Contents is und at the of the book.	All About Bats  Bat Food 2 Bat Bables 4 Bat Homes 5	The Table of Control	tents is found at the of the book. tents is long.	Table of Contents	
is used to	Predators 8 Index 12	It is used to The Index is found		Titoles	
is used to  The table of conte	the Table of ents & Index nts and index are both tools that mational text, white each criteria belongs in the Venn Diagram.  Index		Using the Intern Research Practice tening up with keywords for research questions. Remember: be spec what it is you'd want to know if you we  1. What is the state of Florida like?	r the following	© Wild supredisconspans, All Rights
			What are tornaids?  What are the planets in the sister syste.	ern like?	
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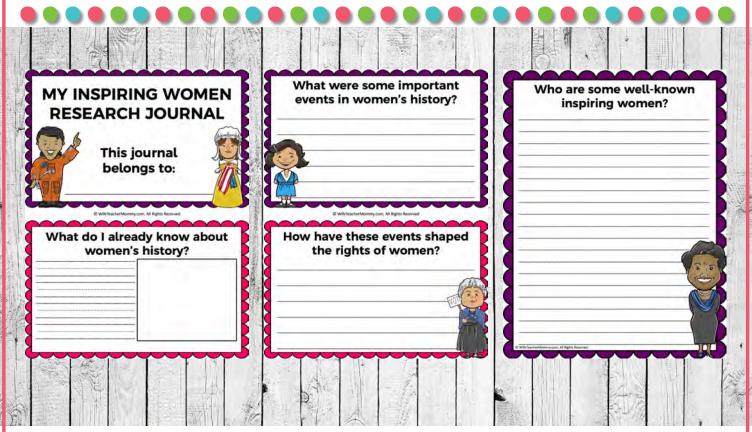
Differentiated student worksheets are included for each mini lesson. We have created these worksheets to help your students of all ages understand each element of a research project in a simple easy to understand way.

# Inspiring Women Cards to Randomly Assign an Influential Woman to Each Student



We have selected 27 inspiring women from past and present and have included cards spotlighting each of them for you to print, cut, and mix in a basket. Students will choose which person they will research randomly.

# Multiple ½ Page and Full Sheet Student Research Journal Pages to Reach all Levels of Learners



The student research journal pages include 17 pages of research prompts for students covering inspiring women. We have also included blank pages to create your own prompts.

# Final Project With Grading Rubric for Easy Assessment of Student Understanding



Students will complete their final project by writing a report about their assigned woman and then create a poster spotlighting her. We have included an easy-to-follow grading rubric to make assessments quick and easy.

### **Table of Contents** Sample Unit Outline Unit Preparation Unit Parent Letter Inspiring Women Fair Invitation Inspiring Women Cards 8-11 Table of Contents and Index Mini Lesson 12 Using the Table of Contents & Index Worksheet 13-16 Other Text Features Mini Lesson 17 Text Features Worksheet 18 My Inspiring Women Research Journal Instructions My Inspiring Women Research Journal (half-page) 28-49 My Inspiring Women Research Journal (full-page) 50-70 Grading Rubric 71-72 BONUS' All pages in ink-saving black and white 73-141

M	Т	W	Th	F
Assign partners Draw inspiring women Send parent letter	Using Table of Contents and Index Letson or Using the Internet for Research Lesson	Using Titles and Headings Lectors or Finding Condible & Ballable Sources Online Legent	Students put together journals Catch up/minew text features	What do I already know women's history?
What are some important in /1	How have these events shaped the rights of women?	Who are come well answin imparing women!	it is important for me to learn about women's history because:	Interesting facts Favorite Mile Catch
do i y know ut my pring oman?	Where and when was my inspiring woman born?	What was my inspiring woman's chilohood like?	Who were my inspiring woman's important family members?	What water water aducts
at jobs did y inspiring woman have?	What obstactes did my inspiring woman face and overcome?	What are some important events and accomplishment is that happened in my impling woman's life?	Interesting facts Favorite thing	Report work day
Report work day	Report & poster work day	Report & poster work day	Report & poster work thay	Present to class Inspiring Women Fair

### **Unit Preparation**

ages to Copy:

Inspiring Women Cards: These will be put in a basket and drawn out by the students to assign each pair of students an inspiring woman; For younger students, this can be done individually. Past and current inspiring women are are included with a picture of each one.

Parent Letter. This letter will be sent home on the first day of the unit. It will inform parents on the unit and ask them to send their student to school with informational tests about inspiring women. It will also inform them about the Inspiring Women Fait.

Inspiring Women Fair Invitation: This is an invitation that will be sent home with students at the end of the unit to invite their parents to the inspiring Women Fair.

Table of Contents Election Women Fair.

Informational Texts for Inspiring Women

formational Texts for Inspiring Women. While parents will be asked to send their students with assigned books, not all students may bring them. Ensure that the students have access to books about inspiring women past and present. If you'd like to encourage students to bring books, you may give them an incentive for doing so:



your student w men i olic librar

from home. We will begin using the texts on If you are unable to help them find a book, we will make sure there are still texts available for your student to use.

After students have finished their research, they will create a poster of their inspiring woman and write an inspiring woman report about them. This will be presented to the class After the presentations, we will have an Inspiring Women Fair in which parents and other classes will be invited to see the student's work student's work.

Please let me know if you have any questions!

### YOU'RE INVITED!

u are invited to our Inspiring Women Fai dents will be showcasing their own mode ed using their research. Information is be

cation:

Time:

Details:



We Hope to See You There!





J.K. Row

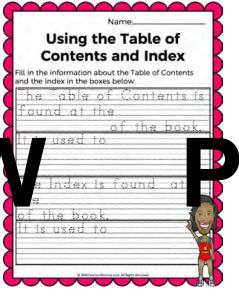


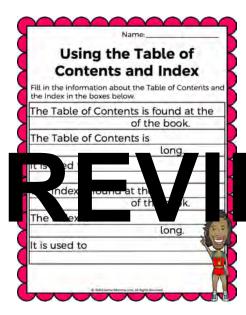






# Table of Contents & Index Mini Lesson You Will Need. Table of Contents a rises Westerner Table of Contents a rises Westerner Table of Contents a rises Westerner Table of Contents and the Minimum and the Contents and index (Any work will do A hous dead inspiring women with large test and pictures would be ideal). Instructions Have students come to the floor. Tell the students that you will be showing them how to use two test features that can be found in informational test. These test features will help them floot the informational test. These test features will help them floot the showing to the class. Ask the students if they know what this page is called. (Call on students to answer) Then tell the budents that this page is called the table of contents. Show the students that the table of contents is a short. 1-2 page in a work of the class of the contents of the contents





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index				
Glossary:				
Titles				
Headings				
Photos				

	Bat Food	2	
	Bat Babies	5	
	Bat Homes	5	
	Predators Index	12	
	nat page will you find bies?	d information al	out
	information will you	find on page 5	
What			
-	page can you find th	ne index on?	

Name:

Examine the Table of Contents order to and the information within the text. Examine the Table and answer the questions below.

using the internet for	
Research Mini Lesson	K
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one. In education come to the floor. Tell the disudents that you will be choosing them for use the internet for research.  In such the internet for research.  In a slid friendly search regions such as <u>licitise and</u> . Tell students that they will be go a list friendly search ergins for their impanny women remarch. Esplain that go a list friendly search ergins for their impanny women remarch. Esplain that go a list friendly that is made for this deather than Cooligin will high perhaps that the students of the search floor students of their students	K
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	Mini Lesson —
*	OD I Fea Worksheet An albor t for at least every 2 to take ons.
	d out the let Text Features work is studen in their mational texts for refs. In the letter mational texts for refs. In the letter mation is the students with the letter mation and it is the letter mation and it is the letter mation in their worksheet. Then, students will need to find that text feature in their books before the class moves on to the next word. The definitions are as follows.
ł	<ul> <li><u>Table of Contents</u>: Defines the broad topics discussed in the book in the order they are found. Tells you the page number.</li> </ul>
1	<ul> <li>Index Alphabetical list of specific topics in the book. Tells you the page number.</li> </ul>
	Glossary A tool to define words used in the book.     Titles Lets you know what a book or chapter is called.     Headlings Lets you know what the next section will be about.
1	Photos: Shows you exactly what something in the text- looks like.
1	<ul> <li>Captions: A description underneath a photo, graph, or chart that explains what is shown.</li> </ul>
4	<ul> <li><u>Graphs/Charts</u> Helps you understand what the text is telling you.</li> </ul>
	<ul> <li>Special Print: Text that is in bold, italics, or <u>underlined</u> is meant to stand out from the rest of the text.</li> </ul>

Practice coming up with keywords for the following research questions. Remember: be specific! Think about what it is you'd want to know if you were researching.

1. What is the state of Florida like?

2. What are tornados?

2. What are tornados?

4. We are world's ecosystems.

Using the Internet for Research

### Finding Credible & **Reliable Sources Online** and Citing the Source Mini Lesson

You Will Need

Finding Credible & Reliable Sources Online Worksheet
A computer or tablet that can be projected (on a screen or TV)
for the Whole class to view

https://www.kidzone.ws/planets/ students may use KidZone as the way to credit the source. Practice searching for websites and how to credit them.

### Finding Credible & Reliable Sources Online

Understanding of the websites you find through a search engine that are credible and reliable is crucial online research. Use the tips below to help you ensure that the websites you use have good information that you can use for your research.

- Facts vs. Opinions. When reading the information on a website, does the author provide only facts? If opinions are included in the information on the website, it may not be a reliable source for informational research. Copyright/ast Updated, look for the website's copyright (small) at the bottom of the websiage) or when it was included. This will tell you how current the
- Amally at the bottom of the webpage) or when it wandated. This will tell you how current the mation is. While historical facts may not change or information about a subject may update over silling/Grammatical Errors. A professional website meant for informing the reader about a topic will be of spelling and grammatical errors. If a website it of errors, choose a new source. If a website it of errors, choose a new source.

  Community Created Content; Websites like Wikipped are not necessarily credible sources. Anyone can edinformation on the website.

  Advertising. Does the website contain a lot of ads? Websites that contain a lot of ads on the sides of or within the content are typically commercial based.
- within the content are typically commercial based websites. This means they are looking for reader to click the ads so they can make money. The information on their website may not be reliable.

### Poster & Inspiring Woman Report

You Will Need: Blank paper

- Pencil
- Colored pencils or crayons

Inspiring Woman Poster Directions:

- Give each student their own blank paper. Each student will draw an illustration of their assigned inspiring woman. Students should make this their BEST
- artwork and take their time with their drawing.
  After students finish their Illustration, they show yore () si. () O or more stated on the state of the state of

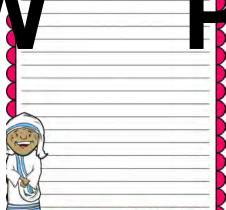
- e the information wite a short report journal.
- Students will write their rough draft on regular lined paper. Students will peer edit their papers (or you may edit them). Then they will write their final draft on the My Inspiring Woman Report page from this document

### **Inspiring Woman Poster**



Clara Barton

### My Inspiring Woman Report



### My Inspiring Women Research Journal Instructions

- nstructions: Hand out the pages of 'My inspiring Women Research Journal' to each student on the 6" day of the unit for after all the text feature leasons have been campleted. Students will need to cut their paguis in half and then statele them together if you choose the half page version. You will want them to keep them in the same order that they appear on the name.
- FOITABLE PORTIONS' The last two pages of the Journal are editable so you can type your own questions if you'd like! Just type right into the blue boxes if you would like its away your changes, be sure you are editing in Adobe (NOT) your internet browlers, rename the file, and save each lost of students choose an inappring woman to research by using the inappring Woman Cards and drawing one randomly. This will be their assigned person to restrict.

### MY INSPIRING WOMEN RESEARCH JOURNAL



This journal belongs to:



### What do I already know about

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## Presentation & Inspiring

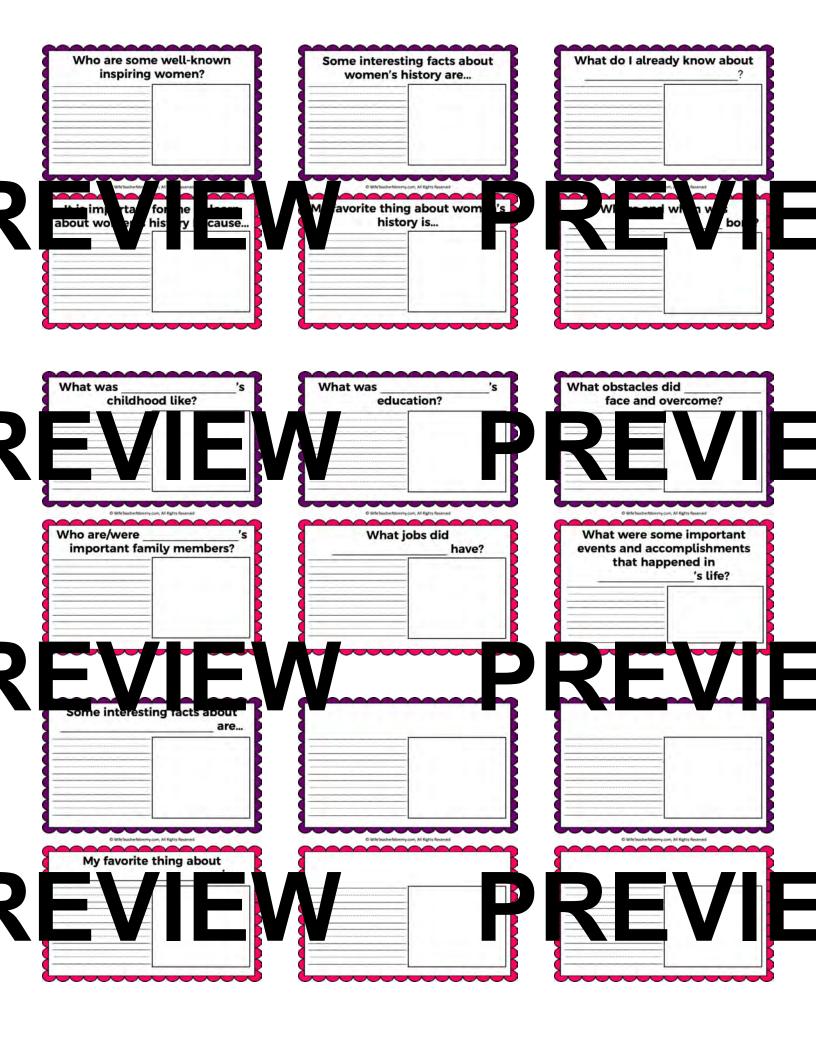
ipling Women Fair:
The inspiring Woman Fair is a great way for students to share their hard work with other classes in their grade as well as their parents. At least a few days before the fair, send home the invitation to the parents inviting films to attend, Have both students stand behind their desks to answer any questions about their inspiring woman. Depending on the layout of the desks, you may move them around a bit to make it more accessible for those attending the fair to walk around.

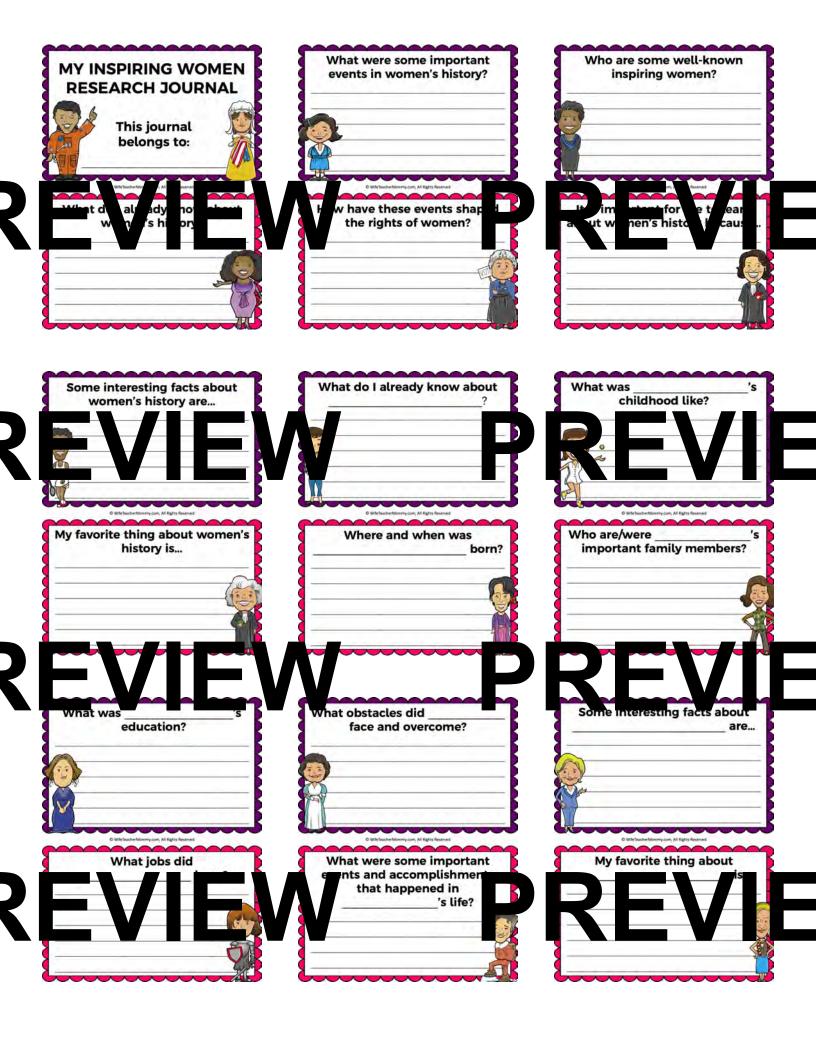
- a bit to make it more accession for invest each man, around.
  First invite a few other classes to attend the fair. The other classes can walk around and see the posters and ask questions. This will be before the parents arrive as a practice run.
  After the classes are finished, the students' parents will arrive at the time on the invitation. The parents will be able to walk around and see their child's hard work as well as the rest of the class. This is a great way to get parents involved in their student's class!

### What were some important events in women's history?

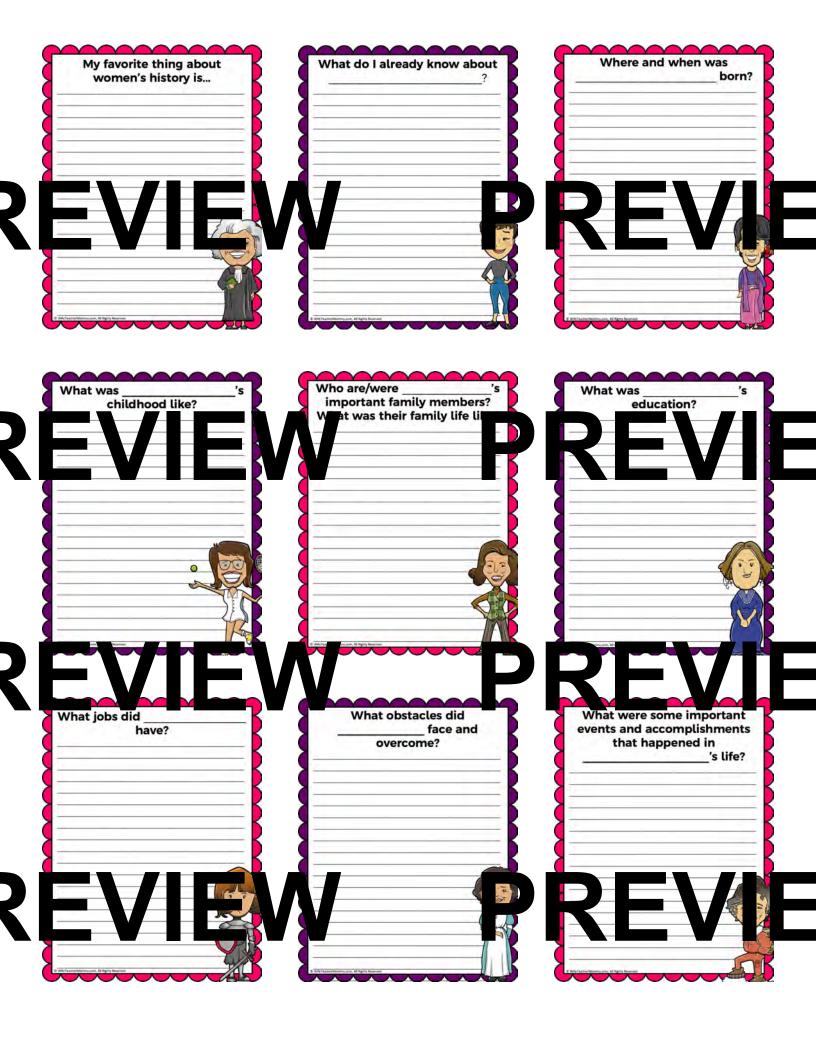
How have these events shaped





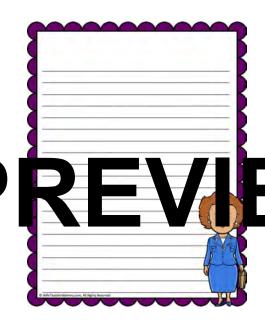














### **Grading Rubric**

	10	7	5	0
Inspiring Woman Poster	Poster is complete, creative, and resembles the assigned inspiring woman Directions were followed while using art materials.	Poster is complete and resembles the assigned inspiring woman. Directions were mostly followed while using art materials	Poster may not resemble the assigned inspiring woman, or the student may have had behavior assues with the art materials.	Poster is incomplete or not done. Student may have had behavior issues with the art materials.
ticipation &	The student participated throughout the unit and had no problems with teamwork	The student mostly participated throughout the unit with minimal tearnwork problen	The student had some problems with participation and/or teamwork.	The student had major problems with participation and teamwork
No	al P	nts	50	

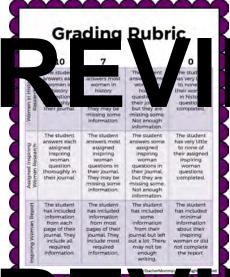
### Dear Parent/Guardian,

We are starting a new unit about inspiring women. Students will begin researching general

women. Students will begin researching general information about women in history, as well as an assigned inspiring woman using informational text. Your child's assigned inspiring woman is \_\_\_\_\_\_ If possible, please send your student with a book about this inspiring woman and/or a book about women in history. These books could be from the public library, the school library, or from home. We will begin using the texts on \_\_\_\_\_\_ If you are unable to help them find a book, we will make sure there are still texts available for your student to use.

After students have finished their research, they will create a poster of their inspiring woman and writern inspiring woman report about his will be presented to the class. he presentations, we will have an ng Women Fair in which parents and classes will be invited to see the nt's work.

let me know if you have any questions!



# YOU'RE INVITED!

You are invited to our Inspiring Women Fair! Students will be showcasing their own models created using their research. Information is below!

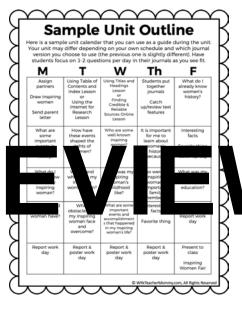
Date:

Location:

Time:

Details:





### **Unit Preparation**

- Inspiring Women Cards: These will be put in a basket and drawn out by the students to assign each pair of students an inspiring woman. For younger students, this can be done individually. Past and current inspiring women are are included with a picture of each one
- Parent Letter. This letter will be sent home on the first day of the unit. It will inform parents on the unit and ask them to send their student to school with informational texts about inspiring women. It will also inform them about the Inspiring

- inspiring women. It will also inform them about the Inspiring Women Fair. Inspiring Women Fair. Inspiring Women Fair. Inspiring Women Fair.

  Inspiring Women Fair Invitation: This is an invitation that will be sent home with students at the end of the unit to invite their parents to the Inspiring Women Fair.

  Table of Contents & Index Worksheet: To be used with the Office of Contents & Index Mini Lesson.

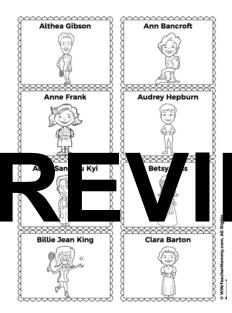
  Text Features Worksheet: To be used with the Office Mini Lesson.

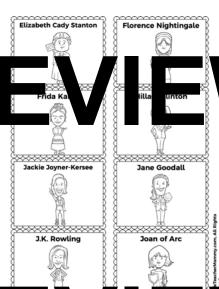
  3 the Internet for Research Worksheet: To be used we get he Internet for Research Worksheet: To be used we get he Internet for Research Worksheet: To be used we get he Internet for Research Worksheet: To be used we get he Internet for Research Worksheet: To be used we get he Internet for Research Worksheet: To be used to do not sufficient to the Internet for Research Worksheet: To be used to be cut and stapled in order, or a full-page option that will need to be stapled in order.

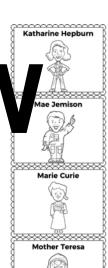
  To responsible of the Internet for Research Journal, Each student will do copy of this journal. There is a half-page option that will need to be stapled in order, or a full-page option that will need to be stapled in order.

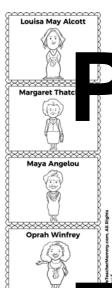
Informational Texts for Inspiring Women:

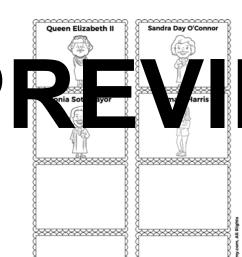
While parents will be asked to send their students with assigned books, not all students may bring them. Ensure that the students have access to books about inspiring women past and present. If you'd like to encourage students to bring books, you may give them an incentive for doing so!







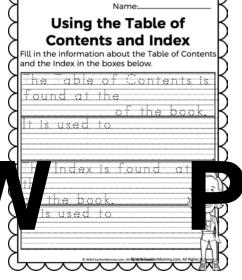


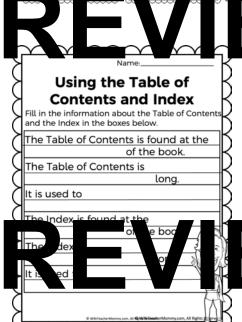


### Table of Contents & Index Mini Lesson

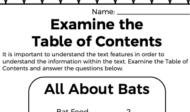
- ructions:
  Have students come to the floor. Tell the students that you will be showing them how to use two text features that can be found in informational text. These text features will help them find the information they are looking for in the text.

  Open the book to the table of contents and show it to the class. As students if they know what this page is called, foll on students to answer]. Then tell the students that this page is called the table of contents.









On what page will you find information abo bat babies?

12

- 2. What information will you find on page 5?
- What page can you find the index on?

**Bat Babies** Bat Homes Predators

What is the index used for?

### **Other Text Features** Mini Lesson

- Hand out the Other Text Features worksheet. Have students
- Hand out the Other Text Features worksheet. Have students get out their informational texts for reference. Review each of the following text features as a class. For each word, let! the students the definition and write it on the board. The students will write the definition on their worksheet. Then, students will need to find that text feature in their books before the class moves on to the next word. The definitions are

  - Graphs/Charts: Help you understand what the text is
  - Special Print: Text that is in bold, italics, or underlined is ant to stand out from the rest of the text.

### **Informational Text**

Captions

Special Print

**Finding Credible &** Reliable Sources Online and Citing the Source

Mini Lesson

or with Need.

Finding Credible & Reliable Sources Online Worksheet

A computer or tablet that can be projected (on a screen or TV)
for the Whole class to view

Instructions

- Hand out the Finding Credible & Reliable Sources Online
- Discuss the contents of the worksheet with students. Each tip.

### Using the Internet for Pesearch Mini Lesson

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### Finding Credible & **Reliable Sources Online**

Understanding of the websites you find through a search engine that are credible and reliable is crucial online research. Use the tips below to help you ensure that the websites you use have good information that you can use for your research.

- Facts vs. Opinions: When reading the information on a
- Facts vs. Opinions When reading the information on a website, does the author provide only facts? If opinions are included in the information on the website, it may not be a reliable source for informational research. Copyright/ast Updates! Look for the website's copyright (usually at the bottom of the webpage) or when it was last updated. This will tell you how current the information is. While historical facts may not change, other information about a subject may update overtime. Spelling/Grammatical Errors: A professional website that is meant for informing the reader about a topic will be of spelling and grammatical errors. If a website if errors, choose a new source.
- nmunity Created Content: Websites like Wikiped not necessarily credible sources. Anyone can edit rmation on the website.
- dvertising: Does the website contain a lot of ads? /ebsites that contain a lot of ads. <u>twertising</u>: Does the website contain a lot of ads? /ebsites that contain a lot of ads on the sides of or vithin the content are typically commercial based websites. This means they are looking for reader to the ads so they can make money. The information of their website may not be reliable.

## Using the Internet for

3. What are the planets in the solar system like?

Where are the world's ecosystems?

Poster & Inspiring Woman Report

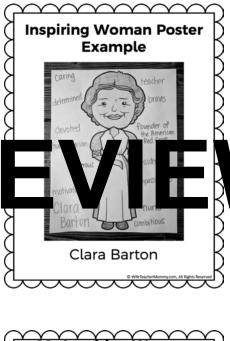
You Will Need:

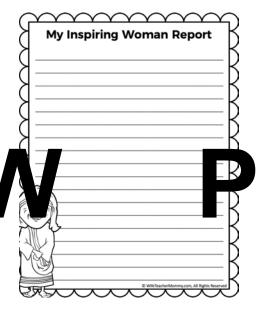
Blank paper
Pencils
Colored pencils or crayons

Inspiring Woman Poster Directions: Give each student their own blank paper

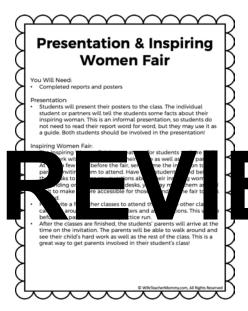
- Each student will draw an illustration of their assigned inspiring woman. Students should make this their BEST artwork and take their time with their drawing.

  After students finish their illustration, they should write
- 5 or more (younger students) and 10 or more (older students) character traits, adjectives, and/or nouns that describe their inspiring woman





MY INSPIRING WOMEN

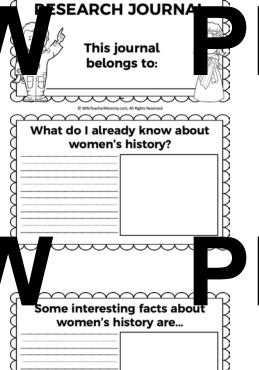


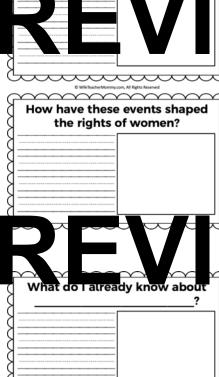
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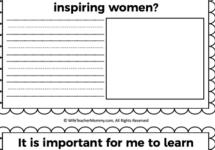
What were some important

events in women's history?

# My Inspiring Women Research Journal nstr t ns You Will Need: My Inspiring Women and In

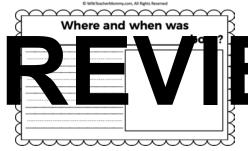


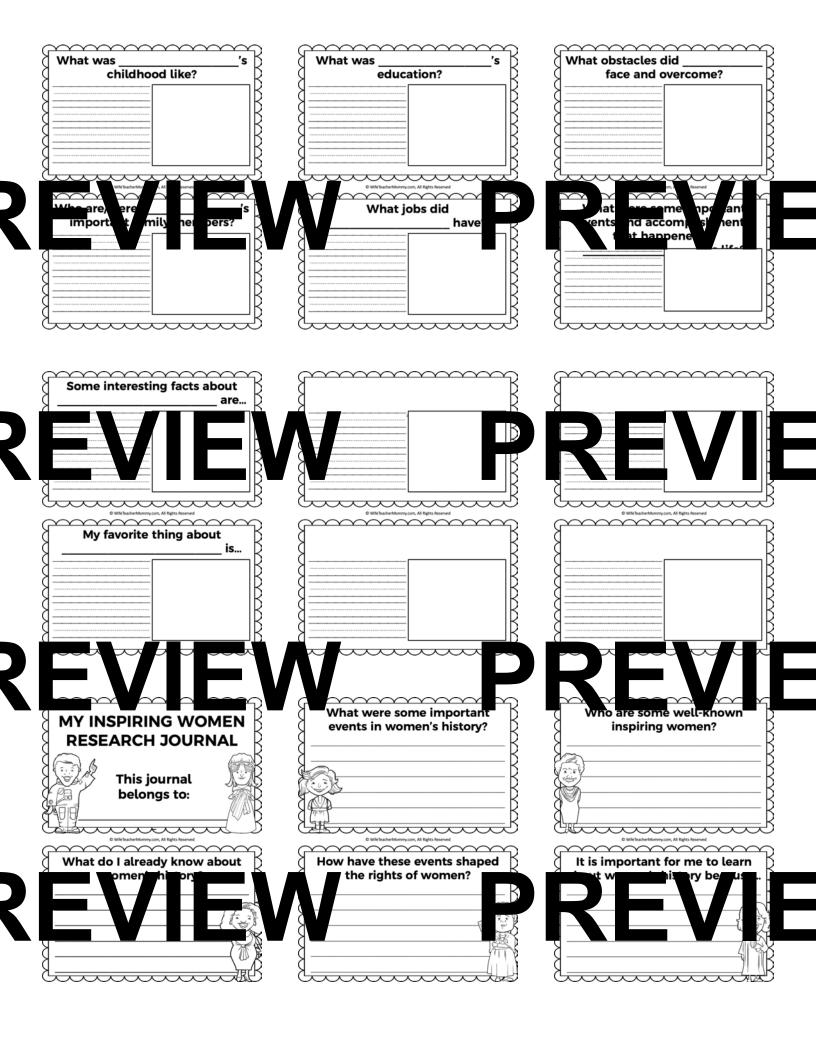


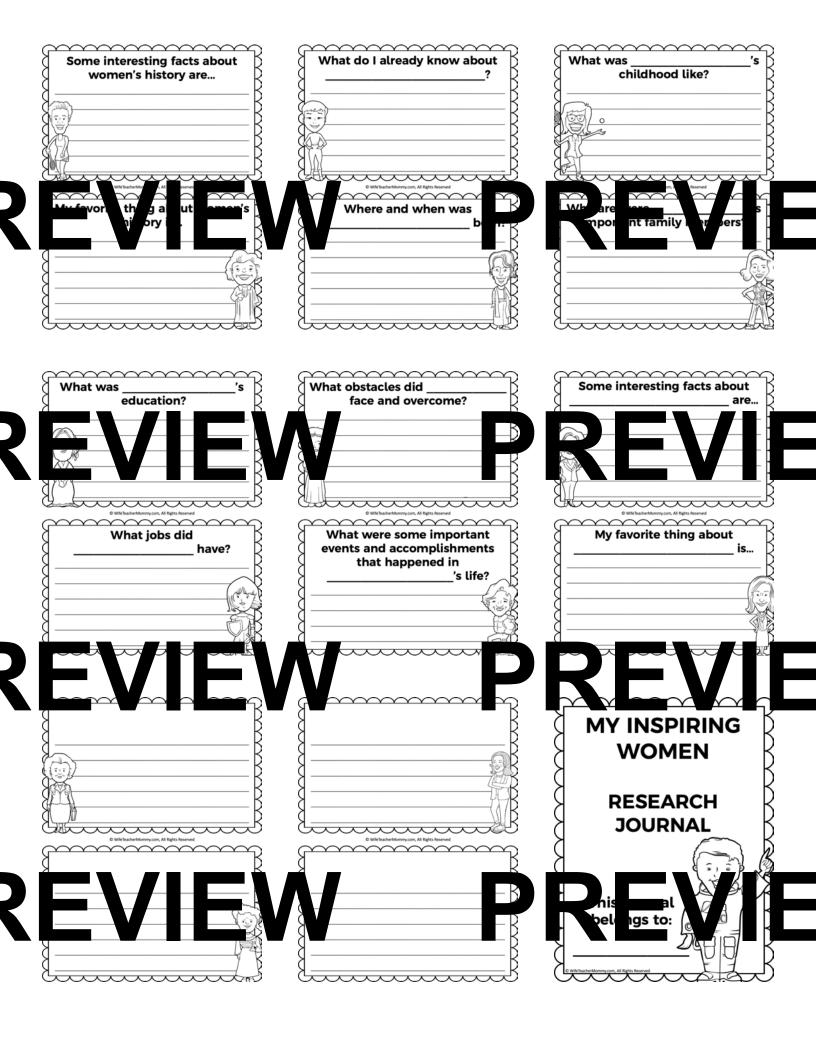


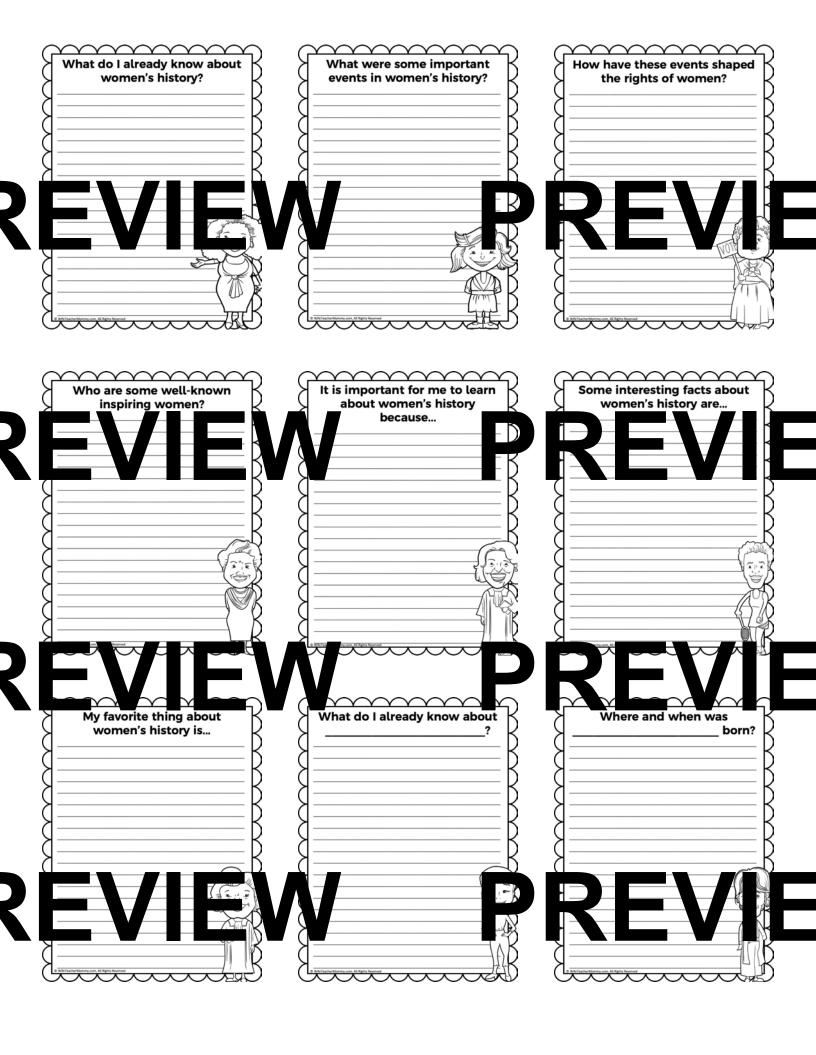
My favorite thing about women's history is...

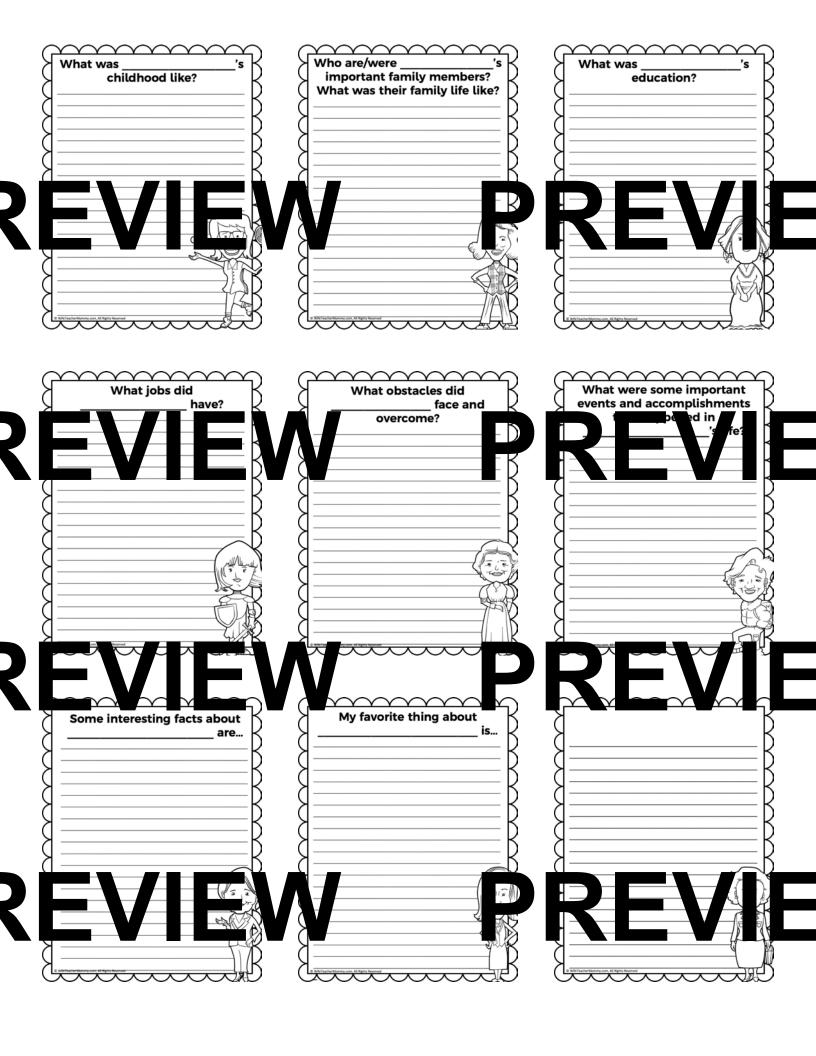
It is important for me to learn

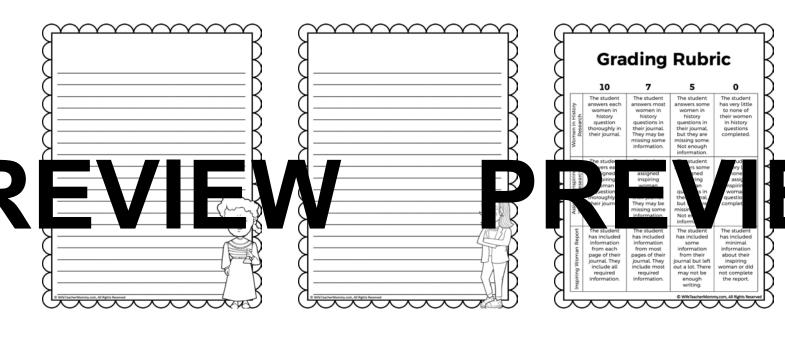


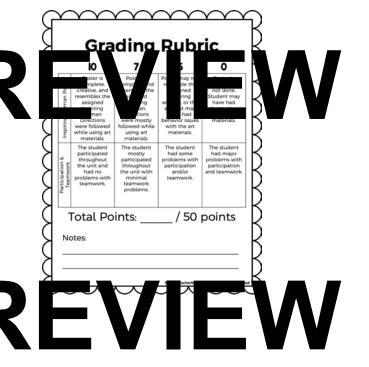












# **PREVIE**

**PREVIE** 

REVIEW

**PREVIE**